**Year 4 Curriculum Coverage 2016/17**

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| **Year 4 Skills Expectations - Science** | |
| **Working scientifically – across all areas** | |
|  | Set up simple practical enquiries, comparative and fair tests |
|  | Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment |
|  | Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |
|  | Report on findings from enquiries, including oral and written explanations |
|  | Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |
| **Living things and their habitats** | |
|  | Recognise that living things can be grouped in a variety of ways |
|  | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment |
|  | Recognise that environments can change and that this can sometimes pose dangers to living things |
| **Animals, including humans** | |
|  | Describe the simple functions of the basic parts of the digestive system in humans |
|  | Identify the different types of teeth in humans and their simple functions |
|  | Construct and interpret a variety of food chains, identifying producers, predators and prey. |
| **States of matter** | |
|  | Compare and group materials together, according to whether they are solids, liquids or gases |
|  | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) |
|  | Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |

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| **Sound** | |
|  | Identify how sounds are made, associating some of them with something vibrating |
|  | Recognise that vibrations from sounds travel through a medium to the ear |
|  | Find patterns between the pitch of a sound and features of the object that produced it |
|  | Find patterns between the volume of a sound and the strength of the vibrations that produced it |
|  | Recognise that sounds get fainter as the distance from the sound source increases |
| **Electricity** | |
|  | Identify common appliances that run on electricity |
|  | Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers |
|  | Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery |
|  | Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit |
|  | Recognise some common conductors and insulators, and associate metals with being good conductors |

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| **Lower Key Stage 2 Skills Expectations - Geography** | |
|  | Locate equator, Northern and Southern hemispheres |
|  | Describe location using grid references |
|  | Locate world continents and identify major European countries |
|  | Read and understand maps and geographical diagrams |
|  | Name and locate counties and major cities within the UK |
|  | Ask and answer questions about how and why places change |
|  | Use a range of resources to compare places and ask why there are differences between them (e.g. in land use) |
|  | Identify the human and physical features of a locality and describe the impact that they have (e.g. volcanoes, mountains, rivers and coasts) |
|  | Identify the impact their actions have on their environment and discuss different ways to make a difference (British Values/citizenship) |

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| **Lower Key Stage 2 Skills Expectations - History** | |
|  | Give simple reasons for why key events happened in history and discuss the impact that they had |
|  | Use dates and times when talking about periods of history and the passing of time (e.g. ancient, modern, decade, century, A.D. and B.C.) |
|  | Ask and answer questions about life in various periods of history |
|  | Look at artefacts and evidence and discuss what they tell us about particular time periods |
|  | Share and discuss theories about what an artefact might be used for |
|  | Make direct comparisons between a period in the past and the present |
|  | Compare and contrast lives of different groups (e.g. Rich or poor) in different periods |
|  | Identify and discuss the impact of historical events on their own local areas (e.g. the Civil War in the South West on England) |

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| **Lower Key Stage 2 Skills Expectations - Art** | |
|  | Use sketching, with some support, to record from first hand experiences, collect visual information and explore imaginative ideas. |
|  | Begin to explore and discuss the ideas, intentions and techniques of different artists. |
|  | Develop control in using a range of different tools, materials and techniques. |
|  | Begin to independently choose techniques according to the purpose of their work. |
|  | Compare their work with others. |

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| **Key Stage 2 Skills Expectations – DT** | |
|  | Use research and criteria to design products that are fit for purpose |
|  | Communicate ideas through discussion, annotated sketches, diagrams and prototypes |
|  | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
|  | Build and apply knowledge, understanding and skills in order to make products that are fit for purpose |
|  | Select from and use a range of materials and components based upon their properties |
|  | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
|  | Understand how key events and individuals in design and technology have helped shape the world |
| **Cooking and Nutrition** | |
|  | Understand where food comes from. |
|  | Use the basic principles of a healthy and varied diet to prepare dishes. |
|  | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
|  | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |